

# Strategic Improvement Plan 2021-2024

## Cudgen Public School 1696

### Cudgen Public School



# School vision and context

## School vision statement

Cudgen Public School is an inclusive school community, rich with culture and history and proudly set on Bundjalung land. Our educators work collaboratively with a strong focus on equity and excellence. The shared expectation is that every student reaches their potential. Our caring educators deliver outstanding and innovative learning programs, inspiring our students to imagine the possibilities, believe in themselves and create their brightest future.

Each and every Cudgen student is known, valued and cared for. We offer a quality education that is uniquely personalised, uniquely supportive and set within a unique learnscape. At Cudgen Public School, students are at the heart of all that we do.

## School context

Cudgen Public School is surrounded by agricultural land, with a new housing development bordering us on one side. Our current enrolment is 181 students. Approximately 22% of the students identify as Aboriginal or Torres Strait Islanders. Our school has a family-orientated atmosphere and a strong sense of community. Extra-curricular opportunities in sport and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of our Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Based on the outcome of our Situational Analysis, we have determined that we need to continue to sustain and grow:

- the way that we know and care for our students. Processes underpinning consultation and the development of Individual Education Plans will be strengthened so that they continue to be used for targeted students to promote learning and growth, as well as self-directed learning.
- the wellbeing and engagement of our students continues to be a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide further clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.
- the thinking and doing within Visible Learning. Opportunities will be built for teacher professional learning linking the work undertaken in crafting Learning Intentions and Success Criteria and how this relates to the agreed practices of effective feedback to our students. This will be based on a framework of learn-reflect-do-evaluate impact.

New opportunities exist in terms using data to drive teaching, underpinned by a focus on learning and progress. Learning Walks and Learning Conversations will lead teachers through an iterative processes of reflecting on, and evaluating the effectiveness of their teaching practices. This will also ensure a shared language of effective teaching practices and of effective learners in our school. Our students are, and will be, visible learners - able to describe what a good learner looks like and active in the learning process.

Community connectedness is a continued area of focus we identified in our 2019 SEF S-aS. This is an area we explored in a new way through the extraordinary remote learning conditions forced by COVID-19. To this end we have considered the available evidence and the reflections from our community through recent events, and have concluded that we are going to have a four year focus lifting the profile of our school and strengthening relationships to engender a strong sense of connectedness and belonging for all.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality targeted professional learning, cycling through phases of learning, reflecting, doing and evaluating impact.

## Improvement measures

### Target year: 2022

Achievement of system-negotiated targets:

Top two bands NAPLAN reading increase (uplift) of 5.8%.

### Target year: 2022

Achievement of system-negotiated targets:

Top two bands NAPLAN numeracy increase (uplift) of 7.8%.

### Target year: 2023

#### Expected Growth Reading

62.9% of students achieve the lower bound system negotiated target in reading.

### Target year: 2023

#### Expected Growth Numeracy

60.7% of students achieve the lower bound system negotiated target in numeracy.

### Target year: 2024

#### School Excellence Framework

School self-assessment of these SEF elements indicate improvement

Teaching domain: Data Skills and Use - shift from

## Initiatives

### Evidence into Action - Effective Classroom Practice

Develop comprehensive and ongoing staff professional learning practices by moving evidence into action, to continually build teacher capacity and to improve student achievement. We will work collaboratively to establish and embed a culture of agreed practices (What Works Best) in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills. This will be supported by a quality professional learning model of learn-reflect-do-evaluate to build teacher capabilities and collective pedagogical practice. We will:

- implement processes and structures to ensure that we focus on matters most - effective teaching and learning.
- embed and use High Impact Professional Learning structures to build teacher knowledge and practice.

Linking Learning Intentions Success Criteria to effective feedback - our school has a clear picture of the type of feedback culture and practice that we aspire to have. Our:

- leaders and teachers work to develop high levels of relational trust so that feedback can be openly given and received.
- teachers demonstrate strengths in terms of building into the foundations of LISC to provide purposeful feedback to drive learning. Our students receive regular, *just-in-time*, *just-for-me* feedback about their learning.
- learning culture is embedded, enabling students to create, receive and act on effective feedback.

Our school leaders draw on their learning as Impact Coaches to design and deliver tailored reading and numeracy professional development based on the instructional gaps in classrooms and responsive to student needs.

### Targeted Teaching - numbers, names and needs

Teachers will expertly use student assessment data to

## Success criteria for this strategic direction

There is a whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment. This promotes learning excellence and responsiveness in meeting the needs of all students.

Professional learning is based on learning-reflecting, doing and evaluating impact. The Learning and Development Calendar allows for differentiated learning and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems and meeting structures for collaboration to sustain quality teaching practice.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Data and feedback inform teaching practice and direct learners and learning with all students understanding, articulating and acting on feedback.

## Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources. These will include:

Internal assessment - PAT, short assessments, student work samples, student IEPs and PLPs, SEF SaS

External assessment - SCOUT data, check in assessments

Analysis: Analysis will be embedded within the initiatives

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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delivering to sustaining and growing

Teaching domain: Effective Classroom Practice - shift from delivering to sustaining and growing

## Initiatives

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reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities. In reading and numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- and personalise learning for all students, taking into account the needs of students from identified equity groups such as our Aboriginal students, our students with low-level disabilities, our students from low-economic background, our students with English as an additional language or dialect and our high potential and gifted students
- teacher professional learning and school resourcing.

This will be aligned to and supported by the work of the COVID Intensive Learning Support Team.

## Evaluation plan for this strategic direction

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through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications: Recalibrating and adjusting our plan to ensure improvement measures are achieved. The findings of the analysis will inform future directions.

The evaluation plan will involve: Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional discussions around the School Excellence Framework elements and themes. Leadership team and whole staff reflective sessions. Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes

# Strategic Direction 2: A culture of conversations and collaboration

## Purpose

Our purpose is to create a high expectations culture in which collaborative planning, conversations and reflection are embedded in everyday school life. Our high expectations culture of continuous improvement, ground in innovation and creativity, will be established as the way that we talk and work, and as core characteristics of our school. Our teachers will be supported, and support one another, to continuously develop their skills and knowledge.

Conversations and reflection will be evident in terms of students having voice, choice and influence in their learning and in all aspects of our school. They will articulate their own learning pathways. Together, we will develop a shared understanding and a whole school picture of effective teaching practices and of effective learners at Cudgen.

## Improvement measures

### Target year: 2024

Learning Conversations and Learning Walks are sustained as embedded practice across our school with teachers engaging in the process by prioritising, acting on and evaluating recommendations.

### Target year: 2024

#### School Excellence Framework progress measures

School self-assessment of these SEF elements indicate improvement

Leading: Educational Leadership - shift from delivering to sustaining and growing

Teaching: Data skills and Use - shift from delivering to sustaining and growing

Teaching: Learning and Development - shift from sustaining and growing to excelling

## Initiatives

### Building collaborative practice with a lens on our data

Systems, processes and structures for collaborative practice are developed and embedded, so that there is a supported focus on data to inform teaching. Effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. The vehicles of learning conversations and learning walks are embedded to build collaborative practice and collective efficacy across our school.

\* Establish and use Data Coach positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level. This is supported by working alongside our colleagues in CESE and the delivery team from Teaching Quality and Impact to facilitate quality professional learning in data literacy, data analysis and data use in teaching.

\* Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

### Shaping Visible Learners

Our school has a clear picture of the type of learners that we are aspiring to have in our school. Leaders and teachers empower students to take greater ownership of their learning. Our:

- learners are visible learners able to talk about their own learning. They describe what a good learner looks like at Cudgen. Learning dispositions have been identified with a shift to planning and implementing ways of supporting a shared understanding of the characteristics of learners and the explicit teaching of these in the context of learning.
- students are able to articulate the big ideas or enduring understandings during learning.
- structures around three-way interviews/ student-led

## Success criteria for this strategic direction

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.

A dynamic scaffold is co-constructed by the Data Coaches to drive learning conversations. As part of this work, SCOUT reports are utilised by the Leadership Team to underpin conversations and drive decisions.

LaSTs are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.

Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

## Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate the impact of teacher collaborative practice?

Question: How do we know that students are more active in the learning process and are owners of their own learning?

Data sources will include: surveys CESE SAT, Learning Walk Findings.

The extent to which students are self - directed learners who are aware of their own progress along with data directing future learning, would be determined by using the following data sources to analyse the effectiveness of initiatives: student work samples demonstrate personalised success criteria and build on prior learning.

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

## Strategic Direction 2: A culture of conversations and collaboration

### Initiatives

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conferences build students' sense of responsibility and accountability for their own learning. This will be a high leverage practice as our families will become partners in growth.

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### Evaluation plan for this strategic direction

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Implications: Recalibrating and adjusting our plan to ensure improvement measures are achieved. The findings of the analysis will inform future directions.

# Strategic Direction 3: Connectedness, inclusion and belonging

## Purpose

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Our purpose is to ensure that we grow together and that we all belong. This is underpinned by a whole school approach promoting practices that support student wellbeing, creating a safe environment; ensuring connectedness and engaging students in their learning.

## Improvement measures

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### Target year: 2022

**Attendance:** Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 77.7%.

### Target year: 2022

**Wellbeing:** TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 84.3%.

### Target year: 2022

### School Excellence Framework progress measures

School self-assessment of these SEF elements indicate improvement

Learning: Wellbeing - shift from sustaining and growing to excelling

Learning: Learning Culture - shift from sustaining and growing to excelling

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## Initiatives

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### Caring for every student

Review a whole-school approach to student wellbeing and engagement to ensure that there is a collective responsibility for student learning and success. This will be achieved through:

- \* Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- \* Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLPS and IEPs.
- \* Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies including mindfulness and restorative practice.
- \* Recalibrating and adjusting our plan to ensure improvement measures are achieved.

### Valuing Culture - Coodjimbingurra Cultural Program

#### Coodjimbingurra Cultural Program

Our school will continue to demonstrate that we value the identity, culture, heritage and languages of our Aboriginal students.

This initiative will engender effective practices in Aboriginal education including:

- seeking cultural advice and understanding
- consulting with our AECG
- sharing our history
- embedding Aboriginal histories and cultures into our whole school planning and across classrooms

## Success criteria for this strategic direction

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Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.

Our students will build a stronger understanding of local and broader Aboriginal perspectives.

Our whole school community will feel an increased sense of being connected and of belonging.

## Evaluation plan for this strategic direction

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**Question:** How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

**Data:** Wellbeing Framework Self-assessment pre and post data.

PBL data, CENTRAL Incident reports, Suspension data, TTFM - Student wellbeing, family satisfaction.

Focus groups.

**Analysis:** Analysis of the data to determine the extent to which the purpose has been achieved.

**Implications:**

## Strategic Direction 3: Connectedness, inclusion and belonging

### Initiatives

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- building students leadership capacity
- Aboriginal and non-Aboriginal students coming together
- building connections and relationships
- Aboriginal content and perspectives embedded in the school curriculum
- building staff and students cultural knowledge about Aboriginal culture, histories and experiences
- building staff cultural competencies
- valuing Aboriginal culture in the school environment.

### We belong to Cudgen and Cudgen belongs to us

Re-imagining and 'lifting' our profile across the community, engendering an authentic sense of what it is that is *uniquely* Cudgen and genuine relationships and connections to our school and to the wider community.

The use of a School Learning Support Officer/ Community Engagement team for our social media platforms, publicity and strengthening positive connections to the community.

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### Evaluation plan for this strategic direction

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Recalibrating and adjusting our plan to ensure improvement measures are achieved. The findings of the analysis will inform future directions.